Curriculum Handbook *for* **Parents**

2000–2001

Catholic School Version

Alberta
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GRADE **6**

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Message from the
Minister of Learning

Alberta offers more schooling options than ever before. The opportunity for choice reflects our commitment to quality education—the solid foundation every child needs to learn, grow and succeed.

While students are at the centre of the education system, parents are vital partners. Your involvement in your child's education is critical to his or her success. To help your child succeed—you need to know what is being taught. This handbook is developed to provide you with that information. As well, I encourage you to continue working closely with your child's teacher who can provide you with invaluable information and guidance.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is an outline of what we expect our students to know at each grade level of their education. When you know what is expected at school, you can provide the home support your children need. By reading about what they are learning at school and discussing it at home, you are sending a very important message to your child—that you value education.

Alberta Learning revises curriculum in the core subject areas every eight to ten years. This ensures that course content remains current and relevant, and meets the needs of students preparing for their futures.

Education is a fundamental part of the Alberta Advantage, and government's goal is for Alberta to have the best-educated students in the world. We can accomplish this only one way—by working *together*. We are all partners in education—parents, teachers, trustees, administrators, community members—and we must work to address issues and help ensure Alberta students acquire the knowledge and skills they need for a successful future.

Our children are our future, and our most important investment.

Dr. Lyle Oberg
M.L.A. Strathmore-Brooks
Minister of Learning

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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Learning for this 'Curriculum Handbook for Parents'.

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Learning for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools, Public and Catholic, and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program written and approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning where as an old friend wrote, "... God, God's truth and God's life are integrated into the entire syllabus, curriculum and life of the school."

+Thomas Collins

Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

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Introduction to the Grade 6 Handbook

This handbook provides parents with information about the Grade 6 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 6 curriculum. It is based on the Alberta Learning *Program of Studies: Elementary Schools*. The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 6 is available in all Alberta elementary schools.

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Introduction

TO THE ELEMENTARY SCHOOL CURRICULUM

Alberta Learning specifies what all students are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.

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What Is Curriculum?

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Learning and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Learning in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

A document entitled *The Parent Advantage* provides tips and strategies to assist parents in helping their children at home with their school work. This resource is available for purchase from the Learning Resources Distributing Centre.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and church teaching can be integrated with other subjects.

Achievement Tests

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in an Alberta Learning publication called *Parent Guide to Provincial Achievement Testing*. Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Learning's Learner Assessment Branch.

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Special Needs

School boards are required to provide each resident student with an education program, including access to special education programs. If you think that your child may have special needs, talk to your child's teacher. *Partners During Changing Times* is an information booklet for parents of children with special needs. It provides a general overview of how you can be involved in the education of your children. This document is available on the Alberta Learning web site or by contacting the Special Programs Branch, Edmonton. An additional resource, *The Parent Advantage*, provides tips and strategies to assist parents in helping their children at home with their schoolwork. This resource is available for purchase from the Learning Resources Distributing Centre. As well, *A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is also available for purchase from the Learning Resources Distributing Centre.

English as a Second Language

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in grades 1 to 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible. If you think your child may have ESL needs, talk to your child's teacher.

Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

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Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

Religious Education Programs for elementary and junior high schools are authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The content of the Grade 6 Religious Education Program is the moral life of young Christians. Based on the Bible, the general aim of the program is to explore how young Christians, rooted in the Christian tradition, are witnesses of God's justice and love.

Students explore these themes through the study of 10 units:

Unit 1 **"You are my friends."**

The students are invited to discover God's love in our friendships. They are encouraged to recognize God as our source of light and how they (the students) are lights to others. They learn that Christian moral life is based on love and that by good relationships they create a moral world.

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Unit 2 **"I love you with an everlasting love."**

The students explore how others come to us as the image and likeness of God and how this evokes a moral response. They meet the prophet Moses and explore the image of God as liberator. They learn that Christians are called to reverence God's Holy Name and to respect the names of others.

Unit 3 **"I shall be your God; you shall be my people."**

Students reflect on the meaning of covenant and what a covenant relationship implies. The ten commandments are explored with emphasis on how they are like a light for us on the path of life. The students learn how Jesus summarized the Ten Commandments.

Unit 4 **"God so loved the world."**

Students discover how the covenant with God is kept—or not kept. They celebrate Advent, as a time of hope, through ritual. They meet the prophet Isaiah as a prophet of hope. The students learn about those who kept alive the hope of salvation; about Mary, the bearer of God's promise and about how Jesus is the fulfillment of the promise.

Unit 5 **"I am the way, the truth and the life."**

The students reflect on Christmas as a celebration of God's abundant love and how the new covenant is revealed in Jesus. They also examine global relationships and issues of justice and injustice. Students are encouraged to find ways to respond and accept the challenge of justice.

Unit 6 **"Love your enemies."**

The students examine justice issues through the Beatitudes. They explore ways of living the Beatitudes to reveal God's kingdom.

Unit 7 **"What you do to the least of my brothers and sisters."**

The students explore Lent (the Christian's journey to Easter) as a time of prayer, fasting, almsgiving and a time of covenant renewal. Students learn that, by engaging in the corporal works of mercy, they meet Christ in the poor.

Unit 8 **"No greater love."**

The students, by exploring the events of Jesus' passion and death, remember His forgiveness and discover what it means to forgive and to seek forgiveness.

Unit 9 **"Do not be afraid."**

The students celebrate the risen Lord and identify the ways that Jesus is present among us. They reflect on the sacraments of initiation: Baptism, Confirmation and Eucharist.

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Unit 10 **"You shall be my witnesses."**

The students explore what it is to be a moral witness in the power of the Holy Spirit and the practical application of this in their lives. They research the "witnessing" of saints and modern day martyrs and saints in our midst. They also learn how to prepare a celebration of the Eucharist.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer, we give praise and thanks for God's loving presence and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within each of the Religious Education Programs. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

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English Language Arts

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. Responsibility for language learning is shared by students, parents, teachers and the community.

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

By the end of Grade 6, students will listen, speak, read, write, view and represent to:

◆ ***explore thoughts, ideas, feelings and experiences***

- use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests
- engage in exploratory communication to share personal responses and develop own interpretations
- experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences
- assess personal language use, and revise personal goals to enhance language learning and use
- use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

◆ ***comprehend and respond personally and critically to oral, print and other media texts***

- preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading
- use definitions provided in context to identify the meanings of unfamiliar words
- identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information
- integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity
- choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts
- experience oral, print and other media texts from a variety of cultural traditions and genres

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- explain own point of view about oral, print and other media texts
- comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text
- experiment with sentence patterns, imagery and exaggeration to create mood and mental images
- explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts
- identify strategies that presenters use in media texts to influence audiences
- choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts

◆ ***manage ideas and information***

- use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation
- develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation
- locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs, and the Internet
- use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information
- organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence
- use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning
- communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs
- establish goals for enhancing research skills

◆ ***enhance the clarity and artistry of communication***

- work collaboratively to revise and enhance oral, print and other media texts
- revise to provide focus, expand relevant ideas and eliminate unnecessary information
- write legibly and at a pace appropriate to context and purpose
- experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts
- show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists
- experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information

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- use complex sentence structures and a variety of sentence types in own writing
- use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns
- edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context
- demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication
- respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments

◆ ***respect, support and collaborate with others***

- share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts
- identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas
- demonstrate respect by choosing appropriate language and tone in oral, print and other media texts
- assume a variety of roles, and share responsibilities as a group member
- address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative
- assess own contributions to group process, and set personal goals for working effectively with others.

Language Arts in Language Programs (Immersion and Bilingual)

In addition to studying the English language arts, students registered in an immersion or a bilingual program follow a language arts course in the target language; e.g., French, Ukrainian, German. In these programs, this target language is also used as the language of instruction in other subject areas, such as mathematics, science, social studies.

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Mathematics

Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

Number

By the end of Grade 6, students will:

◆ Develop a number sense for decimals and common fractions, explore integers, and show number sense for whole numbers.

Sample Student Tasks

- The day after a telethon, the radio reported that about $2.1 million was raised. Explain why the value would be expressed in this way. What may have been the actual amount raised?
- On a field trip, have students estimate the number of seats in a hockey rink, theatre or stadium. Compare your result to the box office count.
- A certain negative integer is:
  less than –3
  greater than –8
  farther from –8, than –3.
  What is the integer?
  Draw and label a number line to justify your answer. Make up another set of clues about a negative integer.

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- What number could be in the thousandths place, if a number rounds to 6.53?

◆ Apply arithmetic operations on whole numbers and decimals in solving problems.

Sample Student Tasks

- On an average day in Canada, about seventy-two thousand six hundred eighty-five Canadians celebrate their birthdays. About how many people must there be in Canada? Estimate your answer. Check your estimate with a calculator.
- How would you use a calculator to find an estimate for this question? About 280 million cans of one brand of pop are sold each day. About how many days does it take to sell enough cans to make a stack that would reach the Moon—385 000 kilometres away? Keep a record of your work, and plan to report your results to the class.

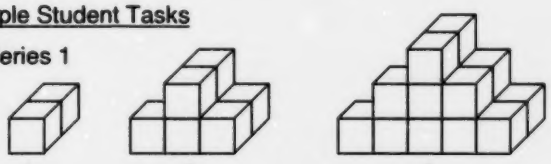
Patterns and Relations

By the end of Grade 6, students will:

◆ Use relationships to summarize, generalize and extend patterns, including those found in music and art.

Sample Student Tasks

- Series 1



Provide a written description of how to build the fourth model in the series. Include a drawing. Then describe any patterns that can be seen in the models.
Chart the number of cubes needed to build the first five models. Graph the relationship between the number of the model and the number of cubes needed to construct each. Use your graph to predict the number of cubes needed to build the 6th model.

◆ Use informal and concrete representations of equality and operations on equality to solve problems.

Sample Student Tasks

- Fill in the missing number(s) in each equation. Choose two and explain how you know your answer is correct.
  $7 + \square = 9 + 4$
  $16 - 7 = 3 + \Delta$
  $\Delta \times 6 = 60 \div 2$
  $2 \times (3 + 5) = \square - 4$
  $\Delta + (3 \times 6) = \Delta + \Delta + 15$

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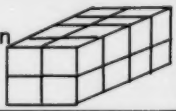
Shape and Space

By the end of Grade 6, students will:

- Solve problems involving perimeter, area, surface area, volume and angle measurement.

Sample Student Tasks

- Use unit cubes to build the objects shown in the following chart. Complete the chart.

Figure	Perimeter of Top	Area of Top	Surface Area	Volume
each dimension doubled				
each dimension tripled				
each dimension doubled 				
each dimension tripled				

- You are building a run in the backyard for your dog. You have 24 m of fence wire and you want the run to be the shape of a rectangle.
  Make at least two drawings of rectangles that you could use that would require all the fencing.
  Explain which one you would choose to build, and why.

- Use visualization and symmetry to solve problems involving classification and sketching.

Sample Student Tasks

- A single serving cereal box is 9 cm wide, 3 cm deep and 12 cm high. Use grid paper to draw a picture of the box. A larger box of the same cereal is three times as wide, deep and tall. Draw the box to actual scale on a large, plain sheet of paper.

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- Create patterns and designs that incorporate symmetry, tessellations, translations and reflections.

Sample Student Tasks

- Plot these points on a coordinate grid.

  A (1, 5) *D* (6, 3)
  B (1, 3) *E* (6, 1)
  C (2, 3) *F* (5, 1)

  Describe what combination of translations, rotation and/or reflections would move triangle *ABC* to the position of triangle *DEF*.
  Make up a problem with quadrilaterals in place of triangles.

Statistics and Probability

By the end of Grade 6, students will:

- Develop and implement a plan for the collection, display and analysis of data gathered from appropriate samples.

Sample Student Tasks

- You will often find a relationship between two different body measurements, such as the circumference of a person's head to his or her height.

  What are some key questions you might form to guide your investigation of body relationships? Can you predict what conclusion might be expected for each?
  Write and carry out a plan for investigating one of your questions above. Include information on the following:
  sources of your data
  sample size and makeup
  method of data collection.
  Find two different but satisfactory ways to display your data so any relationships between body measurements are revealed.
  Draw conclusions about your investigation. and compare them to your predictions.

- A Grade 6 class measured their heights to the nearest centimetre.

137	115	153	179	164	143	170
142	129	157	153	128	161	149
139	164	121	138	161	119	140
137	157	136	126	149	143	149

  What are the least and greatest heights? What chart or graph would best reveal the two numbers?
  What height occurred more often than any other height? What chart or graph would best reveal this number?
  What height represents the middle of all the heights? How do you know? What chart or graph best reveals this?

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- ◆ Use numbers to communicate the probability of single events from experiments and models.

Sample Student Tasks

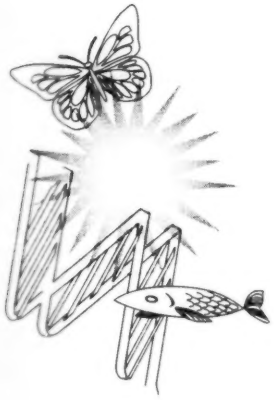
- You have a cube with faces numbered 1 to 6.
  What is the theoretical probability of rolling a 6? A 4? A 1?
  Perform an experiment with a die and compare the results.

Parent Document

The booklet *Working Together in Mathematics Education* provides an overview of the new mathematics curriculum and shows some of the knowledge, skills and attitudes students are expected to learn. It presents some ways parents and others can support student learning in mathematics.

Working Together . . . is available for purchase from the Learning Resources Distributing Centre. This booklet is also available for viewing and downloading from the Alberta Learning web site.

Science



Learning about science helps students to understand and interpret the world around them. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

Skill and Attitude Outcomes

In elementary science, students develop their skills of inquiry and problem solving. In science inquiry, the focus is on asking questions, exploring materials and finding answers based on evidence. In problem solving, the focus is on practical tasks—finding ways of making and doing things to meet a specific need, using available materials.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

By the end of Grade 6, students are expected to:

- design and carry out an investigation of a practical problem, and develop a possible solution
- recognize the importance of accuracy in observation and measurement
- apply suitable methods to record, compile, interpret and evaluate observations and measurements.

The science program also plays a role in the development of student attitudes. At all levels of the elementary science program, students are expected to demonstrate positive attitudes toward the study of science and the application of science in responsible ways.

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Science topics studied in Grade 6.

Air and Aerodynamics

Students explore the characteristics of air and the interaction between moving air and solids. They learn that air is a compressible fluid, that it is composed of many gases, and that moving air can support solid materials in sustained flight. By studying birds and airplanes, they learn a variety of adaptations and designs that make flight possible and that provide for propulsion and control.

By the end of Grade 6, students are expected to:

- describe the properties of air and the interactions of air with objects in flight.

Flight

Students apply their knowledge of aerodynamics to design, build and test a variety of flying devices. In constructing models, students develop a basic design; then build it, test it, and solve the problems that inevitably arise. Through teamwork, they learn that planning, communication, cooperation and flexibility are important to the overall result, even though parts of a task can be worked on individually.

By the end of Grade 6, students are expected to:

- construct devices that move through air, and identify adaptations for controlling flight.

Sky Science

Students learn about objects in the day and night sky. Through direct observation and research, students learn about the motions and characteristics of stars, moons and planets. Using simple materials, such as balls and beads, students create models and diagrams that they use to explore the relative position and motion of objects in space. As a result of these studies, students move from a simple view of land and sky, to one that recognizes Earth as a sphere in motion within a larger universe. With new understanding, students revisit the topics of seasonal cycles, phases of the Moon and the apparent motion of stars.

By the end of Grade 6, students are expected to:

- observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements.

Evidence and Investigation

Students sharpen their skills in observing and interpreting what they see by investigating evidence of human and animal activity. They explore and analyze indoor and outdoor environments as they look for footprints, markings, evidence of disturbance and things that are left behind. Through these studies, students learn to pose questions, devise investigations, recognize patterns and discrepancies, and think logically about what they have observed.

By the end of Grade 6, students are expected to:

- apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns
- apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.

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Trees and Forests

Students learn about trees as individual plants and as part of a forest ecosystem. By examining local species, they learn to recognize the characteristics of different trees and develop skills in describing and interpreting the structural features of trees. As part of their studies, students learn about a broad range of living things found on, under and around trees and study the complex interaction between trees and the larger environment. In examining human use of forests, they become aware of a broad range of environmental issues and develop an awareness of the need for responsible use.

By the end of Grade 6, students are expected to:

- describe characteristics of trees and the interaction of trees with other living things in the local environment.

Social Studies

In social studies, students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in Canada and other countries. The focus of the Grade 6 social studies program is meeting human needs. Students learn about how needs are met by the local, provincial and federal governments; how the government of an ancient civilization met the needs of its citizens; and how China—one of Canada's Pacific Rim neighbours—meets its citizens' needs.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

Three topics are identified for Grade 6.

Local Government

Students learn about the involvement of the individual at different levels of government and develop an awareness of needs met by the local, provincial and federal governments. Emphasis is placed on local government and on the rights of citizens and their responsibilities to others when exercising those rights.

By the end of Grade 6, students are expected to:

- understand that an individual has responsibilities and rights as a citizen that begin at the local level
- develop an understanding of the three levels of government
- understand how people organize to meet needs not met by government
- understand how governments raise money to meet needs
- understand the role of lobby groups and how they can influence the decisions of government
- understand that democracy allows people to take part in government and how the election process works at all levels of government
- locate, organize and interpret information gathered from a variety of sources

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- locate on a map of Canada boundaries of local, provincial and federal jurisdictions
- compute distances between points on maps of different scales
- analyze how the actions of government can affect people
- participate effectively in groups.

Greece: An Ancient Civilization

Students learn about how the physical, social and psychological needs of the citizens of ancient Greece were met through decisions made by individuals and groups. The study of an ancient civilization helps students to understand the roots of Western civilization.

By the end of Grade 6, students are expected to:

- understand that the ways in which physical, social and psychological needs are met, and how they have varied over time and from place to place
- know how environment, beliefs and class structure affected how an individual's needs were met in ancient Greece
- understand that Greek values, beliefs and ideas have affected Western civilization, and how they affect us today
- understand latitude and longitude
- select pertinent information from history books, myths, legends, historical maps and historical fiction
- distinguish between fact and fiction
- record information on a timeline.

China: A Pacific Rim Nation

Students learn about how physical, social and psychological needs of people are met in modern China. Emphasis is placed on the similarities and differences in the challenges that citizens of Canada and citizens of China must resolve in meeting their needs. Students develop an awareness of Chinese culture.

By the end of Grade 6, students are expected to:

- understand that nations in the world are becoming increasingly interdependent
- know that the Pacific Rim is becoming increasingly important
- understand that changes in the way China meets basic needs have been accelerated by communications and technology
- understand that lifestyle is influenced by sharing among countries
- use an atlas to locate places in China and Canada
- infer relationships from data shown on maps
- compare and contrast the way people in China and Canada meet their needs
- express opinions about aspects of Chinese society.

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Information and Communication Technology (ICT)

The ICT curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Students in Kindergarten through Grade 12 will be encouraged to grapple with the complexities, as well as the advantages and disadvantages, of technologies in our lives and workplaces.

Technology is about the way things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which we can communicate, inquire, make decisions, manage information and solve problems.

The ICT curriculum is not intended to stand alone as a course, but rather to become a part of core courses and programs.

The ICT curriculum will be implemented in all schools in Alberta over a three-year period, starting September 2000 through to June 2003.

General and Specific Outcomes

General outcomes for the ICT curriculum are statements that identify what students are expected to know and be able to do and value by the end of grades 1–3, 4–6, 7–9 and 10–12. There is a progressive sequence of skill development throughout the grades. Specific outcomes expand on the general outcomes and state in more detail what students are expected to learn. ICT outcomes are organized into three main categories, as shown in the charts below. For each category, all the general outcomes themselves also are listed.

Communicating, Inquiring, Decision Making and Problem Solving	
C1	Students will access, use and communicate information from a variety of technologies.
C2	Students will seek alternative viewpoints, using information technologies.
C3	Students will critically assess information accessed through the use of a variety of technologies.
C4	Students will use organizational processes and tools to manage inquiry.
C5	Students will use technology to aid collaboration during inquiry.
C6	Students will use technology to investigate and/or solve problems.
C7	Students will use electronic research techniques to construct personal knowledge and meaning.

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Foundational Operations, Knowledge and Concepts	Processes for Productivity
F1 Students will demonstrate an understanding of the nature of technology.	P1 Students will compose, revise and edit text.
F2 Students will understand the role of technology as it applies to self, work and society.	P2 Students will organize and manipulate data.
F3 Students will demonstrate a moral and ethical approach to the use of technology.	P3 Students will communicate through multimedia.
F4 Students will become discerning consumers of mass media and electronic information.	P4 Students will integrate various applications.
F5 Students will practise the concepts of ergonomics and safety when using technology.	P5 Students will navigate and create hyperlinked resources.
F6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.	P6 Students will use communication technology to interact with others.

Examples of Specific Outcomes

By the end of Grade 6, students are expected to:

- organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories; and by communicating effectively, applying information technologies that serve particular audiences and purposes
- recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used
- solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology.

The ICT curriculum, along with support documents, can be found on the Alberta Learning web site.

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Physical Education

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

Four general outcomes form the basis of the K–12 curriculum. These are interrelated and interdependent. Each is to be achieved through participation in a variety of physical activities from the five dimensions outlined in general outcome A.

Each general outcome includes specific outcomes by grade, or by course name at the senior high school level. Specific outcomes for Grade 6 physical education follow.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

By the end of Grade 6, students will:

General Outcome A

- acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Basic Skills

- select, perform and refine challenging locomotor sequences
- consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance
- select, perform and refine challenging nonlocomotor sequences
- consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- demonstrate ways to receive, retain and send an object with increasing accuracy
- consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

Application of Basic Skills

- select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking
- demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others
- demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli

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- demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
- demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games
- select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
- demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics

By the end of Grade 6, students will:

General Outcome B

◆ understand, experience and appreciate the health benefits that result from physical activity.

Functional Fitness
- explain the relationship between nutritional habits and performance in physical activity
- demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
- explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level

Body Image
- acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities

Well-being
- identify and plan for personal positive benefits from specific physical activity
- describe and chart individual fitness changes as a result of engaging in physical activity
- understand the connection between physical activity, stress management and relaxation

By the end of Grade 6, students will:

General Outcome C

◆ interact positively with others.

Communication
- identify and demonstrate respectful communication skills appropriate to various physical activities and that reflects feelings, ideas and experiences

Fair Play
- demonstrate etiquette and fair play

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Leadership
- identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education

Teamwork
- describe and demonstrate practices that contribute to teamwork
- identify and demonstrate positive behaviours that show respect for self and others

By the end of Grade 6, students will:

General Outcome D

◆ assume responsibility to lead an active way of life.

Effort
- demonstrate enjoyment of participation through extended effort in physical activity
- identify and demonstrate strategies that encourage participation and continued motivation

Safety
- identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
- participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
- select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, in-line skating

Goal Setting/Personal Challenge
- set and modify goals to improve personal performance based on interests and abilities
- analyze and create different ways to achieve an activity goal that is personally challenging

Active Living in the Community
- examine factors that influence community decisions to support and promote physical activity
- choose and actively participate in a new group or individual activity that encourages daily participation

Consideration for exemptions from participation in physical education is given for medical conditions, when accompanied by medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from a parent to the principal and where access to facilities is prohibitive. When exemption is granted, activities consistent with the outcomes of the specific dimension should be substituted where appropriate.

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Health

AWARENESS

Health education fosters the growth of knowledge, skills, attitudes and lifelong behaviours that will enable the student to assume responsibility for healthful living and personal well-being. The curriculum is organized around themes: self-awareness and acceptance, relating to others, life careers, body knowledge and care, and human sexuality. Parents decide if their child will participate in classes about human sexuality.

In a Catholic school, these themes are taught within the context of the teachings of the Catholic Church. The local boards of many Catholic school districts have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

The child abuse prevention unit is an optional part of the health program. If this unit is offered in the school, parents decide if their child will participate.

Self-awareness and Acceptance

Students learn to consider and appreciate their self-worth and the self-worth of others. They learn about human emotions and positive ways of expressing them. They also learn about personal characteristics and how their personal actions and decisions influence their relationships with others.

By the end of Grade 6, students are expected to:

- formulate personal goals
- be aware of feelings and be able to express them
- understand inherited and acquired traits
- understand game playing; for example, games people play to attract friends.

Relating to Others

Students learn to appreciate the qualities of others. They learn how to develop and maintain healthful relationships and they understand the importance of healthful relationships with others at school.

By the end of Grade 6, students are expected to:

- develop skills that promote open, genuine relationships
- develop responsibility for own behaviour.

Life Careers

Students learn to recognize their abilities and the abilities of others, and to understand the importance of work, occupations associated with work, and activities that help them prepare for work.

By the end of Grade 6, students are expected to:

- develop personal awareness
- understand nontraditional roles
- relate school habits and the world of work.

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Body Knowledge and Care

Students understand the structure, function and development of the body, and appreciate the importance of good nutrition to good health. As well, students appreciate factors that contribute to healthful growth, understand how sickness and disease can be prevented, understand safety practices, and appreciate threats and aids to personal health and safety in their community.

By the end of Grade 6, students are expected to:

- understand stages of development
- understand nutrients in food
- understand the benefits of fitness
- be aware of alternatives to drugs
- know how to conduct a home safety assessment.

Human Sexuality

Students are expected to understand the structure and function of the reproductive system, and to understand puberty and its associated changes. As well, they are expected to understand how human life is created. This unit is addressed within the context of Catholic teaching.

By the end of Grade 6, students are expected to:

- understand physical and emotional changes in puberty
- know vocabulary describing reproduction.

Fine Arts

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

In the art program, students are expected to learn visual arts skills and concepts to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components:

reflection – responding to visual forms in nature and designed objects

depiction – developing imagery based on observations of the visual world

composition – organizing images and their qualities in the creation of works of art

expression – using art materials to make a meaningful statement.

Students are expected to:

- analyze forms they see in nature and in man-made objects
- develop their own images of things that they see or imagine
- organize the images that they create
- use a variety of art materials
- use art for different purposes; for example, to illustrate stories, design fabrics and sculpt
- understand the contribution of art to our environment.

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Drama

Drama is an optional program designed to be used as a separate subject or integrated with other subjects. In the drama program, students are expected to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Eleven forms of dramatic expression are common components of an elementary drama program. The dramatic forms of expression include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Students are expected to:

- develop flexible, free and controlled movement
- learn to express themselves physically and imaginatively through movement and gesture
- recognize and reproduce the sounds of standard speech
- learn concepts of pitch, pace, pause, rate, intensity and volume
- accept role playing as a positive learning experience
- apply dramatization skills to puppetry by creating a character for a puppet
- speak with energy
- speak with an appreciation of the voice as an instrument
- develop appreciation for enjoyment of literature
- develop the ability to create a dramatic story
- cooperatively build a drama to solve problems.

Music

In the music program, students are expected to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through meaningful musical activities, such as attending a concert or playing a musical instrument, and learning musical skills or knowledge about music. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

By the end of Grade 6, students are expected to:

- identify musical instruments, major and minor chords, different voices and the music of different composers
- move to various musical forms, show changes in tempo, perform simple folk dances, and plan body movements to illustrate rhythms and melodies
- sing in tune, and sing folk, ethnic and seasonal songs
- sing rounds, descants and two-part songs
- play simple rhythms and accompaniments, and demonstrate skill on several instruments
- identify notes and rests
- recognize musical notation and write rhythmic patterns
- create movements to demonstrate different forms of music, and create rhythms and melodies for poems and songs.

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Language Programs and Courses Other Than English

French Immersion

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers students an effective way to become functionally fluent in French while achieving all of the objectives of the regular program of studies. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

Although there are many delivery models present in Alberta schools, the most common model offered is referred to as early immersion. In this delivery model, students begin their immersion experience in Kindergarten and continue on in the program to Grade 12. There are also French immersion programs with other entry points; the most popular of these being late immersion, where the entry point is typically in Grade 7. As can be expected, the French language proficiency achieved by students is in large part determined by the exposure to the target language. Regardless of the model (early or late French immersion), students in these programs generally achieve excellent results on Alberta's achievement and diploma testing programs, including English Language Arts. Learning the French language is an integral part of the immersion experience and must take place in all subject areas taught in French.

Any course, for example, mathematics, science, social studies, offered in the French language has as its basis a French version of the English program of studies. It is identical or comparable, except for Grade 1 to Grade 3 social studies, to the one used in the English program. However, a program of studies specific to French immersion students was developed for the learning/teaching of French Language Arts. Some of the main French Language Arts learning outcomes are presented below.

French Language Arts

In Division 2 of the French Language Arts program, group activities are viewed as an effective means to develop oral skills. The French Language Arts program places an emphasis on the development of skills related to the planning, monitoring and evaluating of students' communication projects.

As students progress from one grade to the next, they use the language skills learned through listening, reading, speaking, interacting with others, and writing to increase their knowledge of French as well as their language skills. Opportunities are provided for students to hone those skills in a variety of contexts, using learning materials that are increasingly challenging.

The French Language Arts program identifies a series of tasks to be performed at each grade level. From grades 4 to 6, students will be involved in activities that allow them to explore all aspects of their life and to express their creativity.

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By the end of Grade 6, students are expected to select and effectively use several strategies to accomplish different tasks in each of the four communication areas: listening, reading, speaking and writing.

Listening

Students are expected to:

- listen to experiences and information shared by others
- select relevant information during group discussions to report back to the whole class (act as secretary)
- discuss techniques used by a speaker to effectively communicate
- connect events
- relate to the experiences of characters and to the events in narratives.

To achieve these tasks, students are expected to:

- use the knowledge and skills gained during previous listening tasks
- use a variety of clues to make predictions on the content, such as key words, questions related to the text, diagrams
- use appropriate strategies to re-establish comprehension after having identified the reasons for the lack of understanding
- determine the effectiveness of the strategies used to complete the task at hand.

Reading

The selected reading material should be of interest to students and provide them with an opportunity to increase their reading abilities and present a realistic challenge.

Note: Although related to students' previous experiences, by Grade 6, readings are more complex and tend to be increasingly abstract.

Students are expected to:

- locate and record main ideas and related information using a diagram
- accomplish complex tasks, such as experiments presented in print material
- discuss how different authors use language and visual techniques to enhance their texts
- make connections between characters' feelings and their behaviour
- connect events
- relate their experiences with those portrayed in texts
- recognize characteristics of poetry.

To achieve these tasks, students are expected to:

- use the knowledge and skills gained during previous reading tasks
- use such features as table of contents, index and chapter headings to make predictions on the content of a text or to assess its appropriateness for a research project
- use appropriate strategies to re-establish comprehension after having identified the reasons for the lack of understanding

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- use text structure to understand, organize and retain information
- take notes to gather and organize information
- determine the effectiveness of the strategies used to complete the task at hand.

Speaking

Students are expected to:

- participate in activities that allow them to express themselves spontaneously in small group discussions and problem-solving activities
- report information in chronological or logical order
- improvize in reaction to a suggested situation.

Note: Students should also be encouraged to share their experiences and express their creativity.

To achieve these tasks, students are expected to:

- gather and share information with group members
- combine the knowledge and skills gained through previous speaking tasks
- verify the agreement of the plural form and gender for common words or expressions
- use appropriate connecting words
- recognize and correct frequent phonetic English interferences
- use teacher feedback to enhance pronunciation
- use body language to convey meaning
- take notes to gather and organize information
- participate in planning group activities
- participate in setting rules and establishing roles for each group member
- show appreciation for the contribution of others
- determine the effectiveness of the strategies used to complete the task at hand.

Writing

Students are expected to:

- write paragraphs that present the main idea supported by related information
- write texts to express their feelings, interests and opinions
- write narratives describing more than one event.

To achieve these tasks, students are expected to:

- use the knowledge and skills gained through previous writing tasks
- use text structure to organize information
- use symbols to identify ideas/elements that will require improvement while writing their draft
- evaluate appropriateness of ideas or information for a particular audience or purpose

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- use words in appropriate sequence to indicate past tenses; e.g., subject + auxiliary + adverb + past participle, or subject + ne + auxiliary + pas/jamais/plus + past participle
- spell frequently used words correctly
- verify the agreement of subject with predicate in the imperative tense
- verify the agreement of plural forms of nouns and adjectives of common irregular forms
- use proper punctuation for dialogue
- select appropriate final format, according to purpose
- use reference materials to confirm spellings or to apply grammar rules
- revise their writing
- determine the effectiveness of the strategies used to complete the task at hand.

Should this program be of interest to you, contact your school jurisdiction to explore local program offerings. A wealth of information is also available in the publication entitled *Yes, You Can Help! A Guide for French Immersion Parents* available for purchase from the Learning Resources Distributing Centre. Additional information is also available from the French Language Services Branch and from Canadian Parents for French (CPF) at 403–262–5187, Calgary.

French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a Second Language in elementary schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to better understand them. Students learn the French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In elementary schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels. It could take

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students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

The language content is based upon the concrete experiences of elementary students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:

Beginning 1

- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

Beginning 2

- Community
- Clothing
- Exercise
- Food
- Housing

Beginning 3

- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate the following knowledge and skills:

Beginning 1

The ability to understand simple ideas contained in listening texts, such as the temperature in a weather forecast.

The ability to talk about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could talk about their family by naming the members of the family, giving their ages and birthdays.

Beginning 2

The ability to understand simple ideas contained in listening texts, such as understanding directions to the corner store, and to understand simple reading texts, such as understanding the main food items on a menu.

The ability to talk and write about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal.

Beginning 3

The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster.

The ability to talk and write about concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and simple advice. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write a simple announcement for the school's Night of Music concert to promote it in the community.

Once students have attained a Beginning Level 3 language proficiency, they then move into the next proficiency level, which is Intermediate Level 4.

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Parent Document

The booklet *French as a Second Language (FSL) Program: A Guide for Parents* provides an overview of the Alberta FSL program. You may find this booklet particularly useful if you are considering FSL for a young child, helping an older child choose courses, or looking for ways to support your child in the FSL program. The booklet is available for purchase from the Learning Resources Distributing Centre and is also available for viewing and downloading from the Alberta Learning web site.

Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

Students are expected to:

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in Blackfoot or Cree.

Ukrainian Bilingual/ Ukrainian Language Arts

The Ukrainian bilingual program is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. Ukrainian Language Arts is offered as part of the Ukrainian bilingual program and is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. The bilingual program begins in Kindergarten and goes through to Grade 12.

Students are expected to:

- obtain information from others and from simple reference materials
- present information of personal interest in the classroom
- share personal opinions, ideas and feelings
- respond personally to literature of interest to children
- use literature and other art forms to reflect creatively upon personal experience.

Students are also expected to:

- express thoughts, orally and in writing, using accurate, simple sentences
- use correct word forms and word order to formulate simple messages of personal interest
- recognize and be sensitive to characteristic cultural features
- recognize the elements of the lifestyle of Ukrainians in their immediate environment and experience
- acquire concepts and develop learning strategies in subjects taught in Ukrainian.

In a Catholic school, both within the Religious Education Program and along with the study of the Ukrainian language, many aspects of the life and faith of the Ukrainian Catholic Church are studied and celebrated.

Other Language Programs and Courses

Locally developed language courses are available for Arabic, German, Hebrew, Italian, Mandarin and Polish. Contact your school board office for information about which language programs it offers.

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